School Year: **2022-23**

AT THE AUGUST 22, 2023 BOARD MEETING, THE BOARD OF TRUSTEES APPROVED THE 2022/2023 SITE PLAN AS THE **INTERIM PLAN FOR 2023/2024**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Evergreen Middle School	52715226111629	March 13, 2023	March 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan effectively meets the ESSA requirements and is in alignment with the:
EUSD Local Control and Accountability Plan,
EUSD Learning Continuity and Attendance Plan,
EUSD Expanded Learning Opportunities Program Plan,
EUSD ESSER III Expenditures Plan,
EUSD Educator Effectiveness Block Grant,
EUSD Universal Pre Kindergarten Plan,
Evergreen Middle School Comprehensive School Safety Plan,
Special Education Local Plan,
EUSD Master Plan for English Learners,
EUSD Technology Plan,
and other federal, state, and local programs based upon the data reviewed through collective stakeholder meetings.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Evergreen Middle School collects data from the following:
1) the staff and community LCAP Survey,
2) the Evergreen Middle School Spring Parent Survey,
3) the CA Healthy Kids Survey.
Results are noted under Goals 6 & 7.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administration at EUSD, including Evergreen Middle School, observes and monitors classrooms on a regular basis. This is accomplished through informal classroom visits, scheduled and unscheduled formal observations for evaluation purposes, walkthroughs, and daily, informal visits by administration. The observations indicate that staff are gaining continued confidence in utilizing the newly implemented district instructional initiatives (SEL Instruction, EUSD Literacy Habits of Mind, Academic Instruction). Scaffolding is ongoing for our significant subgroups.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Evergreen Middle School uses the following assessments to modify instruction and improve student achievement::
1. Curriculum Based Measurements of Oral Reading Fluency and Math Fluency (Grades 5 through 8);
2. iReady Reading and Math (Grades 5 through 8);
3. CA Assessment of Student Performance and Progress in English Language Arts and Mathematics (Grades 5 through 8);
4. CA Interim Assessments in ELA and Math (Grades 5 through 8);
5. CA Science Test (Grades 5 and 8).

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Evergreen Middle School uses data from the above noted assessments, as well as curriculum embedded assessments (Chapter and benchmark assessments) and evaluation of reading skill development (phonics, etc.) to monitor student progress and modify instruction..

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our staff is highly qualified in 2022-2023.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Evergreen Middle School credentialed teachers participate in both District-led and site-specific professional development focused on school climate and instructional materials delivery.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development offered by the site and District focuses on topics designed to improve both climate and cyclic instruction (assessment, planning, instruction); the staff development attends to the needs of the group; however, individual support is provided for teachers beyond the scope of the larger professional development workshops. In addition, teachers are provided with time during Professionals Learning in Community Fridays to attend to a problem of practice aimed at improving student outcomes.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

EUSD, and Evergreen Middle School, provides access to the local induction program for new teachers (TCDE Teacher Induction Program) as well as a mentoring program for teachers new to our district and/or teachers who request extra support. In addition, support for PLC teams is provided by administration during Touchbase meetings, and as needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At EUSD, teachers meet weekly for Professionals Learning in Community hour-long sessions. These sessions are grouped into cycles that teachers focus on. This includes an annual cycle on data reflection, an annual cycle to plan forward for the upcoming year and a few other cycles that attend to a problem of practice they select. The Lincspring platform is used for these cycles. In addition, grade level teams have weekly planning sessions, and bi-monthlyTouchbase meetings with administration occur. Also, teachers are given one day per year to plan with their grade level colleagues.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All adopted curricula are aligned to state standards. As such, instruction and support materials are also in alignment.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Grade level schedules adhere to recommended instructional minutes for reading/language arts and mathematics as well as include Designated and Integrated ELD, as appropriate.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All schedules allow for intervention opportunities for our tier two and three students provided through our Learning Center.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All adopted curriculum is standards-based and appropriate to all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use the adopted curriculum and instructional materials that are standards-aligned. Our Learning Center uses standards-aligned intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We provide educational opportunities for all students through large and small group instruction that is differentiated as appropriate, including integrated and designated supports for our English Learners. In addition, we provide support for students who need additional help in reading and math through our school-based Learning Center program.

Evidence-based educational practices to raise student achievement

We use research based effective educational strategies to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We have resources available to assist our underachieving students from our school and District. We continue to offer a state paid preschool at our Evergreen Elementary School site, our Before and After School Program provides additional support for working families, and our Intersession Program and Summer School support working families and give students additional opportunities for learning. We also have continued support from the Educational Education Foundation who will work toward additional fundraising in order to support our music program.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

See specific goals for details.

Fiscal support (EPC)

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA was created in three ways. The school first consulted the teachers, through their regular staff meetings, to review data and determine the goals of the school. The teachers worked as a group with the principal to review the school-wide data that was collected in March 2020. They also worked together to determine the preliminary goals of the school. Next, the school consulted with the School Site Council to approve the preliminary goals of the SPSA, as well as the expenditure of funds to meet those goals. The School Site Council met to work collaboratively on the SPSA. Lastly, the school enlisted the help of District personnel to align SPSA goals, expenditures, and data collections metrics with those of the District to ensure consistency, including the District's LCAP. This collaborative work happened during administration meetings that occurred once a month.

Those goals and actions remained in place for the 2021-2022 academic year and will not change for the foreseeable future. As we moved into the 2022-2023 school year and reflect on the 2021-2022 school year, teachers, School Site Council members and the site administration have worked together to review and reflect on the data and make additional plans forward. The SSC reviewed the final plan goals and budget before voting to approve the plan and send it to the EUSD School Board for approval. Once the plan is approved, the EMS SSC will continue to review the actions steps throughout the academic year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We currently are not eligible for CSI or ATSI and have no resource inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	2.71%	2.6%	2.82%	12	11	12
African American	0.45%	0.7%	0.47%	2	3	2
Asian	1.81%	1.7%	2.12%	8	7	9
Filipino	0.23%	0.2%	0.24%	1	1	1
Hispanic/Latino	16.97%	15.5%	18.12%	75	65	77
Pacific Islander	0%	%	%	0		
White	71.72%	73.8%	70.12%	317	310	298
Multiple/No Response	6.11%	5.5%	6.12%	27	23	26
			Total Enrollment	442	420	425

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 5	100	103	110
Grade 6	105	98	106
Grade 7	114	108	104
Grade 8	123	111	105
Total Enrollment	442	420	425

Conclusions based on this data:

1. Our enrollment has decreased, overall, over the past three years.
2. Our enrollment remains predominately white, with hispanic/latino as our significant sub-group.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	16	12	21	3.6%	2.90%	4.9%
Fluent English Proficient (FEP)	5	7	9	1.1%	1.70%	2.1%
Reclassified Fluent English Proficient (RFEP)	3	3	4	0.0%	0.01%	0.01%

Conclusions based on this data:

1. We are now serving more English Learners than we have in the past years.
2. We reclassified 10 students in the last three years, and look forward to reclassifying more students as their English skills develop.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	110	100	109	110	94	109	110	94	109	100	94.0	100.0
Grade 6	118	105	107	116	105	105	116	105	105	98.3	100.0	98.1
Grade 7	118	108	99	118	101	99	118	101	99	100	93.5	100.0
Grade 8	99	108	99	98	104	96	98	104	96	99	96.3	97.0
All Grades	445	421	414	442	404	409	442	404	409	99.3	96.0	98.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	2519.	2517.	2487.	25.45	27.66	15.60	33.64	30.85	28.44	20.91	20.21	23.85	20.00	21.28	32.11
Grade 6	2512.	2519.	2539.	5.17	15.24	25.71	38.79	26.67	32.38	31.90	38.10	23.81	24.14	20.00	18.10
Grade 7	2560.	2556.	2555.	21.19	13.86	10.10	36.44	34.65	51.52	19.49	35.64	17.17	22.88	15.84	21.21
Grade 8	2570.	2565.	2566.	14.29	15.38	16.67	38.78	36.54	35.42	28.57	27.88	29.17	18.37	20.19	18.75
All Grades	N/A	N/A	N/A	16.52	17.82	17.11	36.88	32.18	36.67	25.11	30.69	23.47	21.49	19.31	22.74

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	28.18	20.21	17.43	53.64	61.70	64.22	18.18	18.09	18.35
Grade 6	18.10	12.38	24.76	54.31	60.00	55.24	27.59	27.62	20.00
Grade 7	31.36	17.82	24.24	42.37	69.31	63.64	26.27	12.87	12.12
Grade 8	23.47	18.27	23.96	56.12	65.38	55.21	20.41	16.35	20.83
All Grades	25.34	17.08	22.49	51.36	64.11	59.66	23.30	18.81	17.85

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	20.91	23.40	11.01	60.00	55.32	59.63	19.09	21.28	29.36
Grade 6	14.66	10.48	20.00	63.79	63.81	56.19	21.55	25.71	23.81
Grade 7	27.97	19.80	17.17	54.24	62.38	63.64	17.80	17.82	19.19
Grade 8	15.31	19.23	18.75	67.35	57.69	55.21	17.35	23.08	26.04
All Grades	19.91	18.07	16.63	61.09	59.90	58.68	19.00	22.03	24.69

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	20.00	18.09	5.50	66.36	65.96	73.39	13.64	15.96	21.10
Grade 6	11.21	15.24	14.29	72.41	72.38	72.38	16.38	12.38	13.33
Grade 7	15.25	12.87	14.14	68.64	68.32	68.69	16.10	18.81	17.17
Grade 8	19.39	10.58	17.71	67.35	77.88	69.79	13.27	11.54	12.50
All Grades	16.29	14.11	12.71	68.78	71.29	71.15	14.93	14.60	16.14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	30.91	23.40	12.84	50.91	65.96	70.64	18.18	10.64	16.51
Grade 6	13.79	23.81	22.86	57.76	59.05	67.62	28.45	17.14	9.52
Grade 7	27.12	21.78	19.19	50.00	66.34	70.71	22.88	11.88	10.10
Grade 8	28.57	18.27	15.63	53.06	70.19	72.92	18.37	11.54	11.46
All Grades	24.89	21.78	17.60	52.94	65.35	70.42	22.17	12.87	11.98

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our participation rate has remained relatively constant over the past three years.
2. The 18-19 data is not included in most of the conclusions drawn here, as it was the longer form of the CAASPP, prior to Covid, and the data is not comparable to the 20-21 and 21-22 data.

In ELA, overall, we improved from 50% of students exceeding or meeting the standard in 20-21 to 53.78% of students exceeding or meeting the standard in 21-22.
While this represents an increase, overall, there are some specific things to note:
In Exceeding the standards, there was relatively no change. However, we note a decline in standard Nearly Met with a push to more students Meeting the Standard and additionally, an increase in students in the Not Met category.

Our greatest area of concern is in these categories as we must ensure that we are supporting our most struggling readers and challenging our most proficient. In addition, our students in the Standard Nearly Met category need to be provided supports so that they can grow into the Standard Met and not revert back to the Standard Not Met.

3. The 18-19 data is not included in most of the conclusions drawn here, as it was the longer form of the CAASPP, prior to Covid, and the data is not comparable to the 20-21 and 21-22 data.

We notice that in each ELA subcategory the following is true:
In Reading, there are more students performing Above the Standard compared to the 20-21 academic year.
In Writing and Listening, there are fewer students performing Above the Standard than in any other score category.
In Writing, Listening, and Research/Inquiry, the percentage of students performing in the Above Standard score category represents a decrease in performance compared to the 20-21 academic year.
In Writing and Listening, there are more students performing Below the Standard as compared to the prior assessment year.
In Writing and Research/Inquiry, a greater number of students have shifted to the Below Standard category.
Writing and Listening performance remained relatively consistent from 20-21 to 21-22.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	110	101	109	110	95	109	110	95	109	100	94.1	100.0
Grade 6	118	105	107	116	105	105	116	105	105	98.3	100.0	98.1
Grade 7	118	108	99	118	102	99	118	102	99	100	94.4	100.0
Grade 8	99	108	99	98	103	96	98	103	96	99	95.4	97.0
All Grades	445	422	414	442	405	409	442	405	409	99.3	96.0	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	2504.	2479.	2495.	19.09	14.74	13.76	22.73	18.95	15.60	29.09	29.47	37.61	29.09	36.84	33.03
Grade 6	2502.	2497.	2514.	12.07	8.57	13.33	18.97	18.10	26.67	33.62	32.38	34.29	35.34	40.95	25.71
Grade 7	2542.	2518.	2513.	19.49	17.65	12.12	18.64	17.65	19.19	35.59	26.47	31.31	26.27	38.24	37.37
Grade 8	2562.	2535.	2540.	18.37	16.50	19.79	29.59	18.45	11.46	21.43	27.18	26.04	30.61	37.86	42.71
All Grades	N/A	N/A	N/A	17.19	14.32	14.67	22.17	18.27	18.34	30.32	28.89	32.52	30.32	38.52	34.47

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	30.91	13.68	13.76	30.00	45.26	60.55	39.09	41.05	25.69
Grade 6	19.83	14.29	15.24	33.62	46.67	56.19	46.55	39.05	28.57
Grade 7	28.81	23.53	13.13	33.90	43.14	48.48	37.29	33.33	38.38
Grade 8	28.57	11.65	21.88	38.78	52.43	44.79	32.65	35.92	33.33
All Grades	26.92	15.80	15.89	33.94	46.91	52.81	39.14	37.28	31.30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	12.73	11.58	8.26	52.73	58.95	61.47	34.55	29.47	30.28
Grade 6	8.62	7.62	6.67	42.24	48.57	60.95	49.14	43.81	32.38
Grade 7	16.95	16.67	13.13	54.24	50.00	56.57	28.81	33.33	30.30
Grade 8	22.45	15.53	15.63	47.96	56.31	51.04	29.59	28.16	33.33
All Grades	14.93	12.84	10.76	49.32	53.33	57.70	35.75	33.83	31.54

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 5	13.64	11.58	7.34	58.18	66.32	73.39	28.18	22.11	19.27
Grade 6	11.21	7.62	11.43	47.41	65.71	73.33	41.38	26.67	15.24
Grade 7	18.64	13.73	17.17	61.02	61.76	61.62	20.34	24.51	21.21
Grade 8	21.43	15.53	10.42	52.04	69.90	66.67	26.53	14.56	22.92
All Grades	16.06	12.10	11.49	54.75	65.93	68.95	29.19	21.98	19.56

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our participation rate has remained relatively constant over the past three years.

2. The 18-19 data is not included in most of the conclusions drawn here, as it was the longer form of the CAASPP, prior to Covid, and the data is not comparable to the 20-21 and 21-22 data.

   In Math, overall, we moved from 32.59% of students exceeding or meeting the standard in 20-21 to 33.01% of students exceeding or meeting the standard in 21-22.

   While this represents an increase, there are some specific things to note:
   In Nearly Meeting the standards, there was a 4% improvement with a decrease by 4% in standard Not Met.

   We must continue to ensure that we are supporting our most struggling mathematicians and challenging our most proficient. In addition, our students in the Standard Nearly Met category increased slightly and we need to continue to provide supports so that they can grow into the Standard Met and not revert back to the Standard Not Met.

3. The 18-19 data is not included in most of the conclusions drawn here, as it was the longer form of the CAASPP, prior to Covid, and the data is not comparable to the 20-21 and 21-22 data.

   We notice that in each Math subcategory the following is true:
   In Concepts/Procedures, Problem Solving/Modeling, and Communicating Reasoning, there are fewer students performing Above the Standard than in any other score category.

In Concepts/Procedures, Problem Solving/Modeling, and Communicating Reasoning, the percentage of students performing At or Near the standard score category represents an increase in performance compared to the 20-21 academic year.
In all three areas, there are fewer students performing Below the Standard as compared to the prior assessment year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	4	*	6
6	*	*	*	*	*	*	*	*	*	4	*	4
7	*	*	*	*	*	*	*	*	*	5	4	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										16	11	15

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	18.18	20.00	50.00	18.18	40.00	18.75	45.45	33.33	6.25	18.18	6.67	16	11	15

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	27.27	60.00	31.25	45.45	20.00	6.25	18.18	13.33	12.50	9.09	6.67	16	11	15

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	9.09	0.00	50.00	18.18	13.33	43.75	27.27	53.33	6.25	45.45	33.33	16	11	15

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	27.27	13.33	68.75	72.73	66.67	6.25	0.00	20.00	16	11	15

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	75.00	45.45	86.67	12.50	45.45	6.67	12.50	9.09	6.67	16	11	15

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	18.18	0.00	68.75	27.27	46.67	12.50	54.55	53.33	16	11	15

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	9.09	0.00	75.00	72.73	93.33	12.50	18.18	6.67	16	11	15

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the small size of this subgroup in most all areas, data and conclusions that can be drawn from them are not part of this SPSA.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
425	**54.1**	**4.9**	**1.9**
Total Number of Students enrolled in Evergreen Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	21	4.9
Foster Youth	8	1.9
Homeless	47	11.1
Socioeconomically Disadvantaged	230	54.1
Students with Disabilities	49	11.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.5
American Indian	12	2.8
Asian	9	2.1
Filipino	1	0.2
Hispanic	77	18.1
Two or More Races	26	6.1
Pacific Islander		
White	298	70.1

Conclusions based on this data:

1. We continue to provide services to our significant subgroups (homeless, socioeconomically disadvantaged, students with disabilities) as well as all students.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	Chronic Absenteeism	Suspension Rate
Medium	Very High	High
Mathematics		
Low		
English Learner Progress		
No Performance Level		

Conclusions based on this data:

1. Academic Performance in English Language Arts is medium, and Mathematics is low. This may be due, in part, to student learning loss coming out of Covid.
2. Chronic Absenteeism is very high. This can be attributed to the mandatory state-wide quarantining that was still required with Covid positivity and close contacts in the 21-22 academic year.

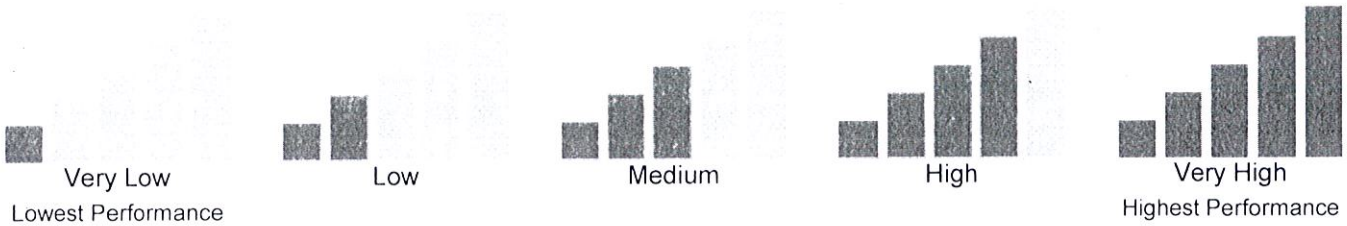
3. Suspension Rate is high, but students who needed to be suspended were - during the 21-22 academic year.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium 0.6 points above standard 388 Students	No Performance Level 59.2 points below standard 20 Students	No Performance Level 5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Low 26.4 points below standard 41 Students	Low 14.2 points below standard 228 Students	Very Low 75.4 points below standard 46 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 33.3 points above standard 11 Students	No Performance Level 7 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 19.3 points below standard 69 Students	No Performance Level 2.1 points below standard 17 Students		 Medium 5.3 points above standard 281 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.1 points below standard 13 Students	7 Students	3.4 points above standard 362 Students

Conclusions based on this data:

1. All students are 0.6 points above standard.
   Socioeconomically disadvantaged students are 14.2 points below standard.
   Students with disabilities are 75.4 points below standard.
   English Learners are 59.2 points below standard.
   Homeless students are 26.4 points below standard.
   Hispanic students are 19.3 points below standard.Hispanic students are 10.9 points below standard.
   Two or more races are 2.1 points below standard.
   White students are 5.3 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High
1	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low 40.3 points below standard 388 Students	No Performance Level 95.3 points below standard 20 Students	No Performance Level 5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Low 72.6 points below standard 41 Students	Low 53.5 points below standard 228 Students	Very Low 118.1 points below standard 46 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 34.3 points below standard 11 Students	No Performance Level 7 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 64.8 points below standard 69 Students	No Performance Level 37.5 points below standard 17 Students		 Low 34.3 points below standard 281 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
133.9 points below standard 13 Students	7 Students	37.6 points below standard 362 Students

Conclusions based on this data:

1. All students are 40.3 points below standard.
   Socioeconomically disadvantaged students are 53.5 points below standard.
   Students with disabilities are 118.1 points below standard.
   English Learners are 95.3 points below standard.
   Homeless students are 72.6 points below standard.
   Hispanic students are 64.8 points below standard.Hispanic students are 10.9 points below standard.
   Two or more races are 37.5 points below standard.
   White students are 34.3 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level 78.6 making progress towards English language proficiency Number of EL Students: 14 Students Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.1%	14.3%	7.1%	71.4%

Conclusions based on this data:

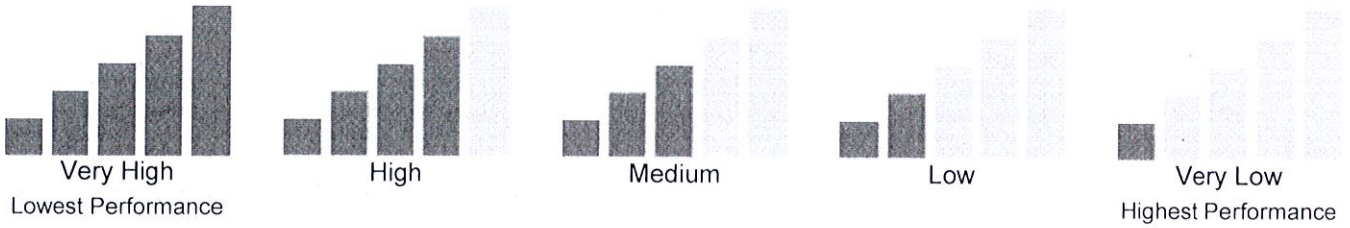
1. 78.6% of English Learners are making progress towards English Language Proficiency.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High 36.1% Chronically Absent 454 Students	No Performance Level 31.8% Chronically Absent 22 Students	No Performance Level Less than 11 Students 9 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High 33.3% Chronically Absent 54 Students	Very High 37% Chronically Absent 273 Students	Very High 52.7% Chronically Absent 55 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 2 Students	No Performance Level 30.8% Chronically Absent 13 Students	No Performance Level 18.2% Chronically Absent 11 Students	No Performance Level Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High 32.5% Chronically Absent 83 Students	No Performance Level 35.7% Chronically Absent 28 Students		Very High 38% Chronically Absent 316 Students

Conclusions based on this data:

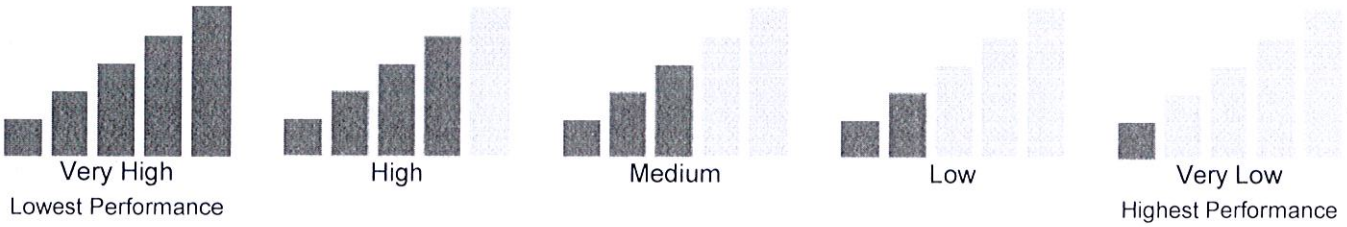
1. 36.1% of all students are chronically absent.
   33.3% of homeless students are chronically absent.
   37% of Socioeconomically disadvantaged students are chronically absent.
   31.8% of English Learners are chronically absent.
   52.7% of Students with disabilities are chronically absent.
   32.5% of Hispanic students chronically absent.
   35.7% of two or more races are chronically absent.
   38% of White students are chronically absent.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
9.5% suspended at least one day	13.6% suspended at least one day	16.7% suspended at least one day
464 Students	22 Students	12 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	High	High
12.1% suspended at least one day	11.3% suspended at least one day	8.5% suspended at least one day
58 Students	283 Students	59 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 2 Students	No Performance Level 7.7% suspended at least one day 13 Students	No Performance Level 9.1% suspended at least one day 11 Students	No Performance Level Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 8.2% suspended at least one day 85 Students	No Performance Level 24.1% suspended at least one day 29 Students		 High 8.4% suspended at least one day 323 Students

Conclusions based on this data:

1. 9.5% of all students were suspended at least once.
   11.3% of Socioeconomically disadvantaged students were suspended at least once.
   8.5% of Students with disabilities were suspended at least once.
   13.6% of English Learners were suspended at least once.
   8.2% of Hispanic students were suspended at least once.
   24.1% of two or more races were suspended at least once.
   8.4% of White students were suspended at least once.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Performance by All

LEA/LCAP Goal

Goal 2 - To provide services and instruction that lead to ever increasing students achievement outcomes.

Goal 1

The percentage of students meeting or exceeding standards in English/Language Arts and Mathematics will increase over the previous year as measured by the CAASPP and other local data - with an intended 5% growth each year. In addition, we will work to improve our distance from standard metric - improving by 5 points each year.

Identified Need

Reading and writing development to ensure students improve in proficiency. This overlaps into the mathematics need whereby students need to improve upon communicating reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	Spring 2019- 40.03% of students met or exceeded Spring 2021 - 31.89% of students met or exceeded Spring 2022- 33.01% of students met or exceeded Distance from Standard Spring 2019-28.4 below standard Spring 2021-not available Spring 2022-40.3 below standard	38% of students will meet or exceed standards in Mathematics 35 points below standard
iReady Mathematics	March 2017 - 41.24% of students met or exceeded March 2018- 53.22% of students met or exceeded March 2019 - 44.23% of students met or exceeded March 2020 - 45.90% of students met or exceeded	45% of students will meet or exceed benchmark in Mathematics

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	March 2021 - 38.51% of students met or exceeded March 2022 - 39.75% of students met or exceeded 5th Grade Math 52% (March 2020) 47% (March 2021) 43% (March 2022) 6th Grade Math 51% (March 2020) 37% (March 2021) 46% (March 2022) 7th Grade Math 46% (March 2020) 36% (March 2021) 32% (March 2022) 8th Grade Math 36% (March 2020) 38% (March 2021) 36% (March 2022)	
CBM Mathematics	March 2017 - 48.44 % of students met or exceeded March 2018 - 73.04% of students met or exceeded March 2019 - 58.09% of students met or exceeded March 2020 - 67.42% of students met or exceeded March 2021 - 44.58% of students met or exceeded March 2022 - 66.25% of students met or exceeded 5th Grade Math 73 % (March 2020) 48 % (March 2021) 91% (March 2022) 6th Grade Math 81% (March 2020) 42% (March 2021) 66 % (March 2022) 7th Grade Math	71% of students will meet or exceed benchmark in Mathematics Fluency

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	66% (March 2020) 48% (March 2021) 64% (March 2022) 8th Grade Math 51% (March 2020) 40% (March 2021) 41% (March 2022)	
CAASPP ELA	Spring 2019 - 52.69% of students met or exceeded Spring 2021 - 49.04% of students met or exceeded Spring 2022 - 53.79% of students met or exceeded Distance from Standard Spring 2019-5.2 above standard Spring 2021-not available Spring 2022-0.6 above standard	59% of students will meet or exceed standards in ELA/Literacy 5 points above standard
iReady Reading	March 2017 - 42.41% of students met or exceeded March 2018 - 48.92% of students met or exceeded March 2019 - 45.42% of students met or exceeded March 2020 - 46.45% of students met or exceeded \ March 2021 - 42.18% of students met or exceeded March 2022 - 46.78% of students met or exceeded 5th Grade Reading 50% (March 2020) 46% (March 2021) 44% (March 2022) 6th Grade Reading 42% (March 2020) 43% (March 2021) 54% (March 2022) 7th Grade Reading 44% (March 2020)	52% of students will meet or exceed benchmark in ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	40% (March 2021) 48% (March 2022) 8th Grade Reading 50% (March 2020) 41% (March 2021) 40% (March 2022)	
CBM Oral Reading Fluency	March 2017- 57.56% of students met or exceeded March 2018 - 61.17% of students met or exceeded March 2019 - 54.10% of students met or exceeded March 2020 - 46.95% of students met or exceeded March 2021 - 48.36% of students met or exceeded March 2022 - 53.90% of students met or exceeded 5th Grade Reading 50% (March 2020) 41% (March 2021) 42% (March 2022) 6th Grade Reading 57% (March 2020) 63% (March 2021) 64% (March 2022) 7th Grade Reading 41% (March 2020) 41% (March 2021) 60% (March 2022) 8th Grade Reading 42% (March 2020) 48% (March 2021) 50% (March 2022)	59% of students will meet or exceed benchmark in Reading Fluency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to implement the schoolwide ELA/Mathematics curriculum programs to meet the needs of all students and intervention programs that target the specific needs of those students identified as not meeting benchmark in the area of Mathematics and English/Language Arts as measured by local and state testing data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
51081	Special Education 2000-2999: Classified Personnel Salaries State Funding resource 6500
184833	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
92342	Special Education 2000-2999: Classified Personnel Salaries Federal Funding resource 3310
18872	Special Education 3000-3999: Employee Benefits State and Federal Funding Class
17278	LCFF - Supplemental 2000-2999: Classified Personnel Salaries
5746	LCFF - Supplemental 3000-3999: Employee Benefits Classified
98143	LCFF - Supplemental 3000-3999: Employee Benefits Certificated
1976583	LCFF - Base 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Plan/schedule Professional Learning in the areas of ELA/Mathematics to enhance the teaching and learning for all students in ELA/Mathematics.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	School Wide Program (SWP) 1000-1999: Certificated Personnel Salaries Staff Development
1000	School Wide Program (SWP) 5000-5999: Services And Other Operating Expenditures Staff Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use the cycle of continuous improvement to implement the ELA/Mathematics schoolwide intervention programs and conduct ongoing assessment to determine students' ever changing needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries Homework Club
15520	CARES Act 4000-4999: Books And Supplies Material resources resource 3212
9550	Other 4000-4999: Books And Supplies General Fund

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As a District, we have implemented Benchmark ELA curriculum in grades 5 and 6 and Study Sync in grades 7 and 8 and provided teachers training for classroom differentiation/intervention. In Mathematics, our District purchased the Into Math Program, along with Waggle, an online component. In addition to using these programs, classroom teachers are consistently reviewing ELA and Mathematics data from iReady and CBMs as well as other diagnostic assessments of reading and math skills to better analyze student growth, individually, as well as across classrooms, grade spans, and sites over time.

English/Language Arts & Reading Effectiveness:

CAASPP - ELA
We see an increase in the CAASPP ELA over the Spring 2021 performance. We have decreased our distance from standard only slightly since Spring 2019; however, the data above cannot be compared from 2019 to 2022 as the CAASPP assessment was a longer version in 2019. Data from 2023 will be comparable to that of 2022 and more appropriate to compare.

iReady Reading
1) Based upon the data noted above, we see that iReady Reading was capturing over 46% of students meeting or exceeding the benchmark - with the 2020 data collected just before Covid hit.
2) Since that time, we see the iReady Reading assessment data shows a decline in performance since March of 2021 with a restoration of progress in Spring of 2022.
3)When the data is disaggregated, we note the following:
We note a decline in all subgroups except 6th and 7th grades, where there was a significant increase.

Oral Reading Fluency
1) Based upon the data noted above, we see that Oral Reading Fluency began to decrease - with the 2020 data collected just before Covid hit.
2) Since that time, we see fluency begin to bounce back, overall.
3) When the data is disaggregated, we note the following:
There is an increase in 6th-8th graders fluency over the past three years.

Conclusion:
We need to continue to build students' reading fluency and skill development so that they can read with proficiency and comprehend literary and informational text. This will entail continued analysis of student data and attending to students' needs accordingly by implementing curriculums and using resources that support teachers and the students they serve.

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Mathematics Effectiveness:

CAASPP - Math
We do see a slight increase the CAASPP Math over the Spring 2021 performance. This has been a significant decrease, but as mentioned above, cannot be compared to the 2019 data.

iReady Math
1) Based upon the data noted above, we see that iReady Math was capturing over 45% of students meeting or exceeding the benchmark - with the 2020 data collected just before Covid hit.
2) Since that time, we see the iReady Math assessment data shows a decline in performance since March of 2021.
3) When the data is disaggregated, we note the following:
There is significant decline in all grades except 8th grade which has remained relatively unchanged.

Math Fluency
1) Based upon the data noted above, we see that Math Fluency had risen to 67% - with the 2020 data collected just before Covid hit.
2) Since that time, we see the assessment data shows a decline in performance since March of 2021 with a restoration of progress in Spring of 2022.
3) When the data is disaggregated, we note the following:
Math fluency is inconsistent across the years and across the grades, with the most significant decline in 8th grade and the most significant gains in 5th grade.

Conclusion:
We need to continue to build students' math fluency and conceptual/procedural skill development so that they can compute and problem solve with proficiency and communicate their reasoning. This will entail continued analysis of student data and attending to students' needs accordingly by implementing curriculums and using resources that support teachers and the students they serve.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal, annual outcomes, metrics will be continued and compared from year to year using the current metrics as well as the added Distance from Standard model. We will continue to implement the Benchmark and StudySync programs with supports. We will also continue to implement the Mathematics curriculum - Into Math and its' support platform, Waggle. Professional development and Professional Learning Community Work will continue to focus on attending to the academic development of students in English Language Arts and Mathematics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Performance of Significant Subgroups

LEA/LCAP Goal

Goal 3 - Ensure all students and supported and challenged in this process in an engaging environment.

Goal 2

The students in significant subgroups (including socioeconomically disadvantaged (SED), students with disabilities (SWD), homeless, hispanic, and white students) will improve their scaled score by 5 points (ELA) and 5 points (Mathematics) below the standard over the prior year as measured by the CAASPP.

Identified Need

Reading and writing development to ensure students improve in proficiency. This overlaps into the mathematics need whereby students need to improve upon communicating reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP - English/Language Arts (SED)	2019 - 4.3 points below the standard 2022 - 14.2 points below the standard 2020-2021 (Different measure used) 38% of our Foster Youth/Homeless students met or exceed 16% of our students with Disabilities met or exceed 42% of our Socioeconomically Disadvantaged students	9 points below the standard
CAASPP - Mathematics (SED)	2019 - 42.6 points below the standard 2022 - 53.5 points below the standard 2020-2021 (Different measure used)	48 points below the standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	13% of our Foster Youth/Homeless students met or exceed 12% of our students with Disabilities met or exceed 23% of our Socioeconomically Disadvantaged students	
CAASP - English/Language Arts (SWD)	2019 - 50.7 points below the standard 2022 - 75.5 points below the standard (Change in metric)	70 points below the standard
CAASP - Mathematics (SWD)	2019 - 93.9 points below the standard 2022 - 118.1 points below the standard (Change in metric)	113 points below the standard
CAASP - English/Language Arts (Homeless)	2019 - 18.9 points above the standard 2022 - 24.6 points below the standard	20 points below the standard
CAASP - Mathematics (Homeless)	2019 - 40.9 points below the standard 2022 - 72.6 points below the standard	68 points below the standard
CAASP - English/Language Arts (Hispanic)	2019 - 10.1 points above the standard 2022 - 19.3 points below the standard	14 points below the standard
CAASP - Mathematics (Hispanic)	2019 - 22.4 points below the standard 2022 - 64.8 points below the standard	60 points below the standard
CAASP - English/Language Arts (White)	2019 - 2.9 points above the standard 2022 - 34.3 points below the standard	29 points below the standard
CAASP - Mathematics (White)	2019 - 28.8 points below the standard	29 points below the standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022 - 34.3 points below the standard	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Significant Subgroups (including socioeconomically disadvantaged (SED), students with disabilities (SWD), homeless, hispanic, and white students).

Strategy/Activity

Use the cycle of continuous improvement to implement the ELA/Mathematics schoolwide and intervention programs and conduct ongoing assessment to determine students' ever changing needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Costs Included in Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Significant Subgroups (including socioeconomically disadvantaged (SED), students with disabilities (SWD), homeless, hispanic, and white students).

Strategy/Activity

Continue to implement and review our schoolwide ELA/Mathematics curriculum programs to meet the needs of significant subgroups and intervention programs that target the specific needs of those students identified as not meeting benchmark.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Costs included in Goal 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Significant Subgroups (including socioeconomically disadvantaged (SED), students with disabilities (SWD), homeless, hispanic, and white students).

Strategy/Activity

Plan/schedule Professional Development in the areas of Mathematics and ELA/Literacy to enhance the teaching and learning for students from significant subgroups in ELA/Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Costs Included in Goal 1

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have implemented several strategies/activities to improve the academic growth of our significant subgroups (including socioeconomically disadvantaged (SED), students with disabilities (SWD), homeless, hispanic and white students). We are beginning to differentiate instruction in order to enhance the teaching and learning for students from significant subgroups in ELA. In Mathematics, we have implemented the Into Math program and sought to provide support through that platform as well as the use of iReady and math skill development with these subgroups. Finally, school wide we continue to collect and monitor data on the data spreadsheets to better analyze classes and individual students - always being mindful of the significant subgroups.

The data above cannot be compared from 2019 to 2022 as the CAASPP assessment was a longer version in 2019. Data from 2023 will be comparable to that of 2022 and more appropriate to compare.

The data in regards to the Students with Disabilities shows a decrease in both ELA and Mathematics. However, it is important to note that starting in 2022, SWD data is connected to the District of residence and not the District of attendance. As such, this data represents not the students we serve, but the students who live within the Bend District that may attend other

programs/schools. As such, it would be unreasonable to compare the 2019 data to the 2022 data. In addition, it is unreasonable to evaluate the 2022 data in relation to our implemented strategies and activities as we use these things ONLY with the students we serve - many of whom are now captured in other District's data.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal, annual outcomes, metrics will be continued and compared from year to year using the Distance from Standard model. We will also take time to analyze the data, internally, for the SWD that we serve, as compared to those who live within our residential boundaries. Our strategies will continue to attend to the needs of these significant subgroups discussed above.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Performance of English Learners

LEA/LCAP Goal

Goal 3 - Ensure all students are supported and challenged in this process in an engaging environment.

Goal 3

The percentage of students progressing at least one ELPI level or maintaining a Level 4 on the ELPAC will increase by 5% each year. They will improve their scaled score by 5 points (ELA) and 5 points (Mathematics) below the standard over the prior year as measured by the CAASPP.

Identified Need

Continue to help students progress towards proficiency on the ELPAC and reclassify, as appropriate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA English Language Proficiency Assessment (ELPAC)	2019 - 43.8% of students progressed at least one ELPI level/maintained a level 4 2022 - 78.6% of students progressed at least one ELPI level/maintained a level 4	84% of students will progress at least one ELPI level/maintain a level 4
CAASPP - English/Language Arts (English Learners)	2019- 6.8 points below standard 2022- 59.2 points below standard	54 points below the standard
CAASPP - Mathematics (English Learners)	2019- 57.8 points below standard 2022- 95.3 points below standard	90 points below the standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Plan/schedule Professional Development in the area of ELD (specifically Integrated and Designated Instruction strategies).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10500	School Wide Program (SWP) 1000-1999: Certificated Personnel Salaries
2480	School Wide Program (SWP) 3000-3999: Employee Benefits
1762	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Use the cycle of continuous improvement to implement SEI and intervention programs and conduct ongoing assessment to determine the ever changing needs of English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Costs associated with Goals 1 & 2

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Continue to implement and review the school wide ELD program (Structured English Immersion) to meet the needs of all English Learners and intervention programs to target the specific needs of those students identified as not meeting benchmarks.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Costs associated with Goals 1 & 2

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As noted in the previous goal, we have implemented several strategies/activities to improve the academic growth of our subgroups - including our English Learners. We have continued to correctly identify and assess our English Learners and consider how to best support them through our Structured English Immersion Program (This program offers both Designated and Integrated English language development. Nearly all instruction is provided in English, but with the curriculum and presentation designed for students who are learning English. Clarification, explanation, and support in the primary language may be provided, if necessary, by the teacher or paraprofessional.) whereby they receive Designated ELD in the classroom and in the Learning Center if they have an overall score a 1 or a 2 on the Summative ELPAC. These students also benefit from Integrated ELD instruction in the content areas. In addition, these students are assessed on local and statewide assessments in ELA to ensure they are mastering English at the same rate as their peers. Accordingly, students are either Reclassified as Fluent English Proficient or identified as Long Term English Learners and provided the supports, therein, to make adequate progress over time.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal, annual outcomes, metrics, and strategies/activities will be continued with the only change noted in the details of the annual goal - which previously included only the percentage of students

scoring a 3 or 4 on the ELPAC and now includes a metric attending to the Dashboard's indicator of progress towards English Language Proficiency as well as Distance from Standard in ELA and Mathematics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Engagement - Chronic Absenteeism

LEA/LCAP Goal

Goal 1 - Create a safe, healthy space for students to have optimal opportunity to learn and grow.

Goal 4

The percentage of students who attend school regularly will be at 95% or higher, and the percent of students who are chronically absent (>10% of the academic year=18 days) will decrease each year with the goal being to return to percentages we saw in 2019, pre-Covid and quarantines/isolations.

Identified Need

Continue to share the importance of attendance via prevention, promotion, and policy to attend to chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - Dashboard Data (All)	2019 - 9.1% chronically absent 2022- 36.1% chronically absent	9% chronically absent
Chronic Absenteeism - Dashboard Data (SED)	2019 - 11.9% chronically absent 2022- 37% chronically absent	12% chronically absent
Chronic Absenteeism - Dashboard Data (SWD)	2019 - 15.5% chronically absent 2022- 52.7% chronically absent	16% chronically absent
Chronic Absenteeism - Dashboard Data (English Learners)	2019 - 6.3% chronically absent 2022- 31.8% chronically absent	6% chronically absent
Chronic Absenteeism - Dashboard Data (Homeless)	2019 - 23.3% chronically absent 2022- 33.3% chronically absent	23% chronically absent
Chronic Absenteeism - Dashboard Data (White)	2019 - 9.5% chronically absent 2022- 38% chronically absent	10% chronically absent
Chronic Absenteeism - Dashboard Data (Hispanic)	2019 - 6.6% chronically absent 2022- 32.5% chronically absent	7% chronically absent

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - Dashboard Data (2 or more races)	2019 - 13.3% chronically absent 2022- 35.7% chronically absent	13% chronically absent

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to daily connect with parents to clear absences and promote Independent Study to target students who are chronically absent, when appropriate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
37295	General Fund 2000-2999: Classified Personnel Salaries Attendance Clerk Salary
24485	General Fund 3000-3999: Employee Benefits Attendance Clerk benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Information about the importance of attendance will be shared with parents regularly throughout the year in person and in print.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

3500	LCFF 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Principal will hold attendance SSTs (Student Success Team) meetings for those at risk of chronic absenteeism.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Costs associated with Strategy 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use the cycle of continuous improvement to conduct ongoing evaluations/reviews of the attendance program and progress towards combating chronic absenteeism.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Costs associated with Strategy 1

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During 2020-2021, Evergreen Middle School promoted the use of Independent Study to promote attendance, held Attendance Student Success Team Meetings to discuss those at risk of chronic absenteeism, distributed information to parents about the importance of attendance, and used the cycle of continuous improvement to conduct ongoing evaluations/reviews of the attendance program and progress toward combating chronic absenteeism.

It was challenging during the 2021-2022 academic year to hold parents accountable for their child's attendance when the isolation and quarantine expectations were so imposing. We did our best to ensure that students were placed on Independent Study as much as possible during this time so that attendance could be captured. However, the high chronic absenteeism rate was still very high. This was true across the state of CA. Therefore, we cannot compare the 2019 data to the 2022 data. Our overall goal is to analyze the uniqueness of the subgroups and resume our strategies/activities in 2022/23 that promote attendance, with the goal being to return to percentages we saw in 2019.

Based off of the 2019 data, we do need to pay particular attention to our Students with Disabilities and Homeless students who are absent significantly more than our other subgroups. Often, our SWDs have health issues that keep them out of in person instruction so we must do our part to encourage learning through Independent Study, when appropriate. However, please note, the data in regards to the Students with Disabilities shows a relatively high level of chronic absenteeism. However, it is important to note that starting in 2022, SWD data is connected to the District of residence and not the District of attendance. As such, this data represents not the students we serve, but the students who live within the EUSD District that may attend other programs/schools. As such, it would be unreasonable to compare the 2019 data to the 2022 data. In addition, it is unreasonable to evaluate the 2022 data in relation to our implemented strategies and activities as we use these things ONLY with the students we serve - many of whom are now captured in other District's data. Likewise, our Homeless students at times have issues attending school consistently, and continued connection with our Homeless Liaison and their teacher will be essential in ensuring that they attend school.

This year, Evergreen Middle School will continue to connect daily with parents to clear absences and promote short term Independent Study to target students who are chronically absent when appropriate. We will continue to hold Attendance Student Success Team Meetings for those at risk of chronic absenteeism. We will continue to share information with parents about the importance of attendance regularly and throughout the year. Our school will use the cycle of continuous improvement to conduct ongoing evaluations and reviews of our attendance program.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal, annual outcomes, metrics, and strategies/activities will be continued with the only change noted in the details of the annual goal - which previously included a description of attending to the Dashboard's blue and green bands. Now that those bands have gone away for the 2022 reporting, we have eliminated that detail and report percentages.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Conditions, and Climate - Suspension Rate

LEA/LCAP Goal

Goal 1 - Create a safe, healthy space for students to have optimal opportunity to learn and grow.

Goal 5

The percentage of students who are suspended will maintain or show improvement each year.

Identified Need

Continue to teach social emotional learning, high expectations, and attend to behavior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Dashboard Data (All)	2019-12.2% suspended at least once 2022-9.5% suspended at least once	Stay stable or decline
Suspension Rate Dashboard Data (SED)	2019-13.8% suspended at least once 2022-11.3% suspended at least once	Stay stable or decline
Suspension Rate Dashboard Data (SWD)	2019-18.3% suspended at least once 2022-8.5% suspended at least once	Stay stable or decline
Suspension Rate Dashboard Data (English Learners)	2019-12.5% suspended at least once 2022-13.6% suspended at least once	Decline
Suspension Rate Dashboard Data (Foster Youth)	No Data Available 2022-16.7% suspended at least once	Decline

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Dashboard Data (Homeless)	2019-20.5% suspended at least once 2022-12.1% suspended at least once	Stay stable or decline
Suspension Rate Dashboard Data (White)	2019-13% suspended at least once 2022-8.4% suspended at least once	Stay stable or decline
Suspension Rate Dashboard Data (Hispanic)	2019-9.1% suspended at least once 2022-8.2% suspended at least once	Stay stable or decline
Suspension Rate Dashboard Data (2 or more races)	2019-20% suspended at least once 2022-24.1% suspended at least once	Decline

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to implement a Social Emotional Learning curriculum (Second Step) schoolwide for all students that includes support beyond the classroom - yard, cafeteria, home.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2750	Lottery: Instructional Materials 4000-4999: Books And Supplies
2230	LCFF - Supplemental 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The Evergreen Union School District Creed and Expectations will be infused into the classroom and yard and respond by using the EUSD Behavior Matrix, when necessary. Provide Professional Learning in Choice Theory, as necessary.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Costs associated with Strategy 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Identify those students with social emotional/behavior issues and schedule Student Success TeamMeetings to formulate a plan for behavior intervention; provide counseling support as necessary.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Costs associated with Strategy 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use the cycle of continuous improvement to conduct ongoing evaluations/reviews of the suspension rate and progress towards supporting students in positive behavior.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF 1000-1999: Certificated Personnel Salaries LCFF Cert & EPA Staff instruction salaries
178745	LCFF 3000-3999: Employee Benefits LCFF Cert & EPA Staff Instruction benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Implementation of a "time out" (restorative practices) room during lunch during which students reflect on behavior, create plans to improve and restore relationships with other individual affected by the negative behavior.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
82282	General Fund 2000-2999: Classified Personnel Salaries Costs inclusive in the salaries of the yard staff
29699	General Fund 3000-3999: Employee Benefits Classified yard benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Implement Drug and Alcohol interventions provided through the County.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Costs associated with Goal 1

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Evergreen Middle School has continued to implement a Social Emotional Learning curriculum (Second Step) school wide for all students that includes support beyond the classroom - yard, cafeteria, home. In addition, EMS continued to infuse the EUSD Creed and Expectations into the classroom and yard cultures - using the EUSD Behavior Matrix, when necessary. EMS held Professional Learning in the areas of choice theory and social emotional learning to ensure staff knew how to use the Second Step program. Last, teachers and parents came together in Student Success Team Meetings to formulate plans for students with social emotional/behavior issues in the form of behavior intervention and counseling support as necessary. As always, the cycle of continuous improvement was used to conduct ongoing evaluations/reviews of the suspension rate and progress towards supporting students in positive behavior.

Based off of the 2022 data, we do need to pay particular attention to our English Learner students and students with 2 or more races who were suspended significantly more than our other subgroups.

Our overall goal is to improve upon our strategies/activities in 2022/23 that improve student behaviors, which will decrease the need for suspension. As such, we will continue to implement

Second Step school wide, use the Evergreen Union School District Creed and Expectations, respond with the EUSD Behavior Matrix, when necessary, and support our teachers with Professional Learning to that end as needed, and most of all, continue with SSTs as often as we can to ensure all parties (teacher, student and parent) are working together.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal, annual outcomes, metrics, and strategies/activities will be continued with the only change noted in the details of the annual goal - which previously included a description of attending to the Dashboard's blue and green bands. Now that those bands have gone away for the 2022 reporting, we have eliminated that detail and report percentages.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Engagement, Conditions, and Climate - Safe, Positive, Supportive Climate

LEA/LCAP Goal

Goal 1 - Create a safe, healthy space for students to have optimal opportunity to learn and grow.

Goal 6

The percentage of parents and students who believe that a safe, positive, supportive climate exists at Evergreen Middle School will annually increase by 5% (as measured by the CA Healthy Kids Survey and. Spring Parent Survey), and disrespect between students will be reduced by 25% across campus (as measured by Suspensions and Conduct Reports).

Identified Need

Continue to promote Evergreen as a safe, positive, supportive climate; and work to address student respect.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	2019- 57% of 7th Grade students perceived school as safe or very safe 2020-Not given due to Covid-19 and school closures 2021-Not given due to Covid-19 and school closures 2022-64% of students perceived school as safe or very safe	70% of students will perceive that school is safe or very safe.
Spring Parent Survey - Safety and Respect Statements	SAFETY AT SCHOOL Spring 2019 - 60.4% (parents) agree/strongly agree Spring 2020-Not given due to Covid-19 and school closures Spring 2021- 70% (parents) agree/strongly agree Spring 2022- 73.6% (parents) agree/strongly agree RESPECT- STUDENTS SHOW RESPECT TO OTHER STUDENTS	Stable or increased opinion about student safety (80% or higher) Increased opinion about student respect (55% or higher)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Spring 2019 - 22.6% (parents) agree/strongly agree Spring 2020-Not given due to Covid-19 and school closures Spring 2021- 30.6% (parents) agree/strongly agree Spring 2022- 47.4% (parents) agree/strongly agree	
Conduct Reports and Suspension Information	2018-2019- 96 students had disciplinary issues regarding lack of respect 2019-2020- 40 students had disciplinary issues regarding lack of respect (school start thru March 13th) 2020-2021- 32 students had disciplinary issues regarding lack of respect (115 in person school days) 2021-2022 - 55 students had disciplinary issues regarding lack of respect	Reduce disrespect by 25%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to implement the Bullying Prevention Unit of the Social Emotional Learning curriculum (Second Step) in Grades 5 and 6 for all students that includes support beyond the classroom - yard, cafeteria, home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Costs included in Goal 5

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Plan/schedule ongoing Professional Development in the area of SEL and trauma invested practices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Costs included in Goal 5

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use the cycle of continuous improvement to conduct ongoing evaluations/reviews of the school climate and progress towards promoting a safe, positive, supportive school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Costs included in Goal 5

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During 2020-2021 and again in 2021-2022, Evergreen Middle School continued to implement a Bullying Prevention Unit for students in grades 5th-6th grade that included support beyond the classroom - yard, cafeteria, home. In addition, EMS held Professional Learning in the areas of trauma invested practices. And as always, the cycle of continuous improvement was used to conduct ongoing evaluations/reviews of the school climate and progress towards promoting a safe, positive, supportive school.

In 2022, parents and students shared that they agree their child/they are safe at Evergreen Middle School, an improvement over 2021.

During the 2020-2021 school year, data shows 32 students had disciplinary issues regarding lack of respect (disrespect, inappropriate language/gestures, harassment/bullying, arguing, name calling, defiance). A word of note is that this represents only in-person learning of which constituted 115 out of 180 school days. Students were on Distance Learning for 65 days during the 2020-2021 school year). During the 2021-2022 school year, data shows only 55 students had disciplinary issues regarding lack of respect (disrespect, inappropriate language/gestures, harassment/bullying, arguing, name calling, defiance). This is about the same amount as the prior shorter year, had we been in school all year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal, annual outcomes, metrics, and strategies/activities will be continued as a result of this analysis.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Engagement, Conditions, and Climate - Parent Engagement

LEA/LCAP Goal

Goal 1 - Create a safe, healthy space for students to have optimal opportunity to learn and grow.

Goal 7

The level of positive parent responses about parent engagement (communication and feeling welcome) will increase by 5% on the Spring Parent Survey.

Identified Need

Strong communication between home and school and a feeling of being welcomed to the school campus is essential for parent engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring Parent Survey - communication between school and home	2019-69.8% agree/strongly agree this to be true 2020-Survey was not given due to Covid-19 2021-66% agree/strongly agree this to be true 2022-63.2% agree/strongly agree this to be true	86.5% agree/strongly agree
Spring Parent Survey - feeling welcome and respected	2019-64.2% agree/strongly agree this to be true 2020-Survey was not given due to Covid-19 2021-76% agree/strongly agree this to be true 2022-84.2% agree/strongly agree this to be true	86.5% agree/strongly agree

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to send printed and emailed newsletters, messages, and reporting documents - translated as necessary - as well as digital communication provided through social media and Aeries Communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40791	General Fund 2000-2999: Classified Personnel Salaries Costs associated with site secretary salary
26542	General Fund 3000-3999: Employee Benefits Costs associated with site secretary salary/benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Plan/Schedule Parent Engagement activities for families to participate in.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use the cycle of continuous improvement to conduct ongoing evaluations/reviews of parent engagement and progress towards that end.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2020-2021 school year, 66% of families strongly believed that the communication between home and school is effective. This decreased slightly in 2021-2022. As we move into 2022-2023, we will try to more effectively provide information via our Facebook page, overall, and provide support for teachers in bolstering their communication with parents regarding classroom learning and business.

In 2022, 84.2% parents strongly agree/agree that they feel welcomed at Evergreen Middle School.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal, annual outcomes, metrics, and strategies/activities will be continued as a result of this analysis.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$123,308
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,929,009.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
School Wide Program (SWP)	$23,980.00
Title IV Part A: Student Support and Academic Enrichment	$1,762.00

Subtotal of additional federal funds included for this school: $25,742.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
CARES Act	$15,520.00
Extended Learning Opportunity	$5,000.00
General Fund	$241,094.00
LCFF	$182,245.00
LCFF - Base	$1,976,583.00
LCFF - Supplemental	$308,230.00
Lottery: Instructional Materials	$2,750.00
Other	$9,550.00
Special Education	$162,295.00

Subtotal of state or local funds included for this school: $2,903,267.00

Total of federal, state, and/or local funds for this school: $2,929,009.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
CARES Act	15,520.00
Extended Learning Opportunity	5,000.00
General Fund	241,094.00
LCFF	182,245.00
LCFF - Base	1,976,583.00
LCFF - Supplemental	308,230.00
Lottery: Instructional Materials	2,750.00
Other	9,550.00
School Wide Program (SWP)	23,980.00
Special Education	162,295.00
Title IV Part A: Student Support and Academic Enrichment	1,762.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,186,916.00
2000-2999: Classified Personnel Salaries	321,069.00
3000-3999: Employee Benefits	384,712.00
4000-4999: Books And Supplies	35,312.00
5000-5999: Services And Other Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	CARES Act	15,520.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	5,000.00
2000-2999: Classified Personnel Salaries	General Fund	160,368.00
3000-3999: Employee Benefits	General Fund	80,726.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00
3000-3999: Employee Benefits	LCFF	178,745.00
4000-4999: Books And Supplies	LCFF	3,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,976,583.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	184,833.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	17,278.00
3000-3999: Employee Benefits	LCFF - Supplemental	103,889.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,230.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,750.00
4000-4999: Books And Supplies	Other	9,550.00
1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	20,500.00
3000-3999: Employee Benefits	School Wide Program (SWP)	2,480.00
5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	1,000.00
2000-2999: Classified Personnel Salaries	Special Education	143,423.00
3000-3999: Employee Benefits	Special Education	18,872.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	1,762.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	2,485,948.00
Goal 2	0.00
Goal 3	14,742.00
Goal 4	65,280.00
Goal 5	295,706.00
Goal 6	0.00
Goal 7	67,333.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Kristen Nobles	Principal
Susie Silviera	Classroom Teacher
Holly Voorhees	Classroom Teacher
Michael Orlicky	Classroom Teacher
Julie Fesler	Other School Staff
Khris Rulon	Parent or Community Member
Alicia Henthorn	Parent or Community Member
Linda Rocke	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

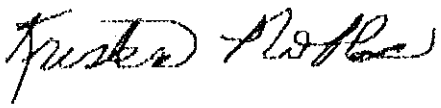
Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 2/13/2023.

Attested:



Principal, Mrs. Kristen Nobles on 2/13/2023